

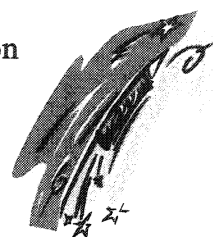
Chapter 1 *Building the Coalition*

Module 3: BOOM – Building Outcome Oriented Meetings



Step Up and Step Out to build outcome oriented meetings!

Ready? Get set! BOOM!! Go! You are ready to begin your first coalition meeting and want it to be as effective as possible in the time you have.



BOOM—Build Outcome Oriented Meetings

Have you attended a meeting and wondered afterward if anything was accomplished? Runaway meetings are not fun for the meeting's organizers, or anyone else!

Your coalition will conduct many meetings over the life of the program. Just how many and how often depends on the size and scope of your coalition. Regardless of frequency, you want each meeting to result in good outcomes. Organizing, coordinating, and conducting meetings with a diverse group of volunteers can be a challenge, but is much easier when key actions are identified!

Action steps for planning a “BOOM”

Meetings with successful outcomes incorporate five key actions:

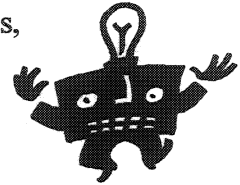


- ♥ Brainstorm
- ♥ Plan
- ♥ Organize
- ♥ Facilitate
- ♥ Delegate
- ♥ Mobilize

Step Up and Step Out to use brainstorming techniques!

Meetings, particularly in the beginning stages of coalition building, should include "brainstorming" sessions.

Why brainstorm? The process is a fun and creative way to identify issues, ideas, objectives, and problems that will play a role in your initiative. Depending on your coalition's style of operation, these sessions can be formal or informal. Whatever style you elect, the rules are the same:



- ♥ Everyone participates and is made to feel they are part of the group
- ♥ All ideas are good; they don't have to be complete or thought out
- ♥ Everything should be considered—don't worry about whether or not it is realistic
- ♥ All participants will have the opportunity to talk



Not only is brainstorming a low-cost method to develop programs and concepts, but the creative process allows members an opportunity to interact on a more informal basis. This serves to promote greater understanding among diverse members and helps strengthen the team.

Mobilize brainstorming ideas

Brainstorming gets the engine going with ideas. Putting those ideas into action is the next step...and a very important one! It is very motivating for members to see their ideas create results! Use the following guide as the first step to mobilize:

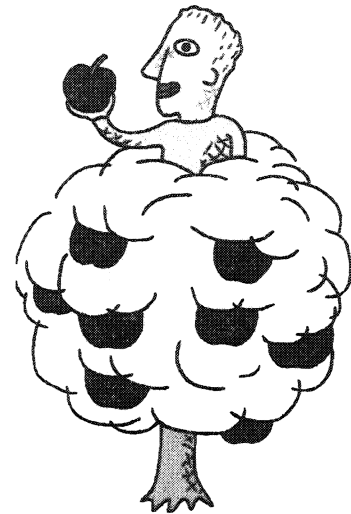
1. Collect and summarize all of the ideas
2. Determine the feasibility of each idea
3. Prioritize ideas using the following methods, or others
4. Use the initiative's vision and mission (described in **Chapter 2: Action Planning**) to complete this entire process)



"Picking Apples"

One process for prioritizing brainstorming ideas is called "picking the low hanging apples (or fruit)." It is based on the concept of selectively taking apples off the tree by picking the easiest to reach fruit first then working up to the higher points on the tree. Therefore, less energy and resources are used gathering fruit that is the easiest to reach.

Your coalition can establish priorities and resources based on picking apples. What activities and programs will provide the greatest impact to the largest audience while using the fewest resources and energy? These are decisions your coalition will need to decide.



Voting to Prioritize

Another process for prioritizing involves using a voting method whereby:

1. From a master list of ideas, each member selects three - five ideas of interest to them;
2. Each member then assigns a number...1, 2, 3, etc...to each of the ideas they selected, which rates their priority in terms of importance and feasibility;
3. Then each member places the numbers they assigned to the ideas on the master list;
4. The numbers are totaled and rankings are determined.

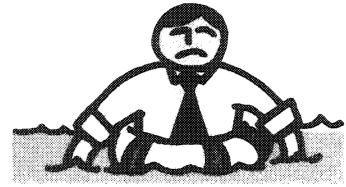
Note: Different colored dots can also be used to replace the numbers for rankings.

After voting is complete, a priority list is created and circulated to all coalition members for input. Additionally, input should be gathered by conducting surveys and using listening sessions with the coalition's target audience.



Plan Meetings for the Best Outcomes

Incorporating the following suggestions will help keep your meetings “afloat!”



Plan and Organize prior to the meeting:

- ♥ Obtain agenda items from coalition members and others well in advance
- ♥ Establish a meeting time and location
- ♥ Send a written agenda in advance of the meeting
- ♥ Assign agenda items priority and estimated time allowances

Facilitate at the meeting:

- ♥ Start and stop meetings on time
- ♥ Assign a timekeeper for each meeting
- ♥ Begin meetings with updates/progress reports
- ♥ Record minutes
- ♥ Plan time at the end for unfinished business or additional agenda items
- ♥ Present reports/input from absent coalition members when appropriate

Delegate at the meeting, or as soon as possible following the meeting:

- ♥ Designate individuals responsible for completing action steps
- ♥ Clarify actions individual(s) will complete and set target completion dates

Mobilize after the meeting:

- ♥ Send minutes to members, whether present or absent, as soon as possible
- ♥ Directly contact absent coalition members by phone, e-mail or in person, *in addition to* sending them minutes
- ♥ Follow-up on decisions, actions to be taken, and future plans

Example of facilitating, delegating and mobilizing:



Facilitate: A coalition decides at one meeting to take action on a school district sponsored fitness day that would also include healthy snack ideas. There are several absent coalition members who have expressed an interest in being involved with physical activity.

Delegate: The absent members are sent information about the proposal along with a post card requesting that they reply to indicate a level of interest for involvement.

Mobilize: In addition, a coalition facilitator, contacts the person who has agreed to be the lead on this event one week after the meeting to determine progress and to check on whether or not assistance is needed.



Step Up and Step Out to develop facilitation skills!

Outcomes depend on how well meetings and goals are facilitated. Ideally, there are multiple coalition leaders, however, one of the leaders will need to assume the role of “facilitator.” Many facilitators fall short or fail in their efforts because they ‘do’ rather than facilitate. The table below lists some of the various behaviors of a “Good vs. Poor Facilitator.”

Good Facilitator	Poor Facilitator
1. Skilled communicator <ul style="list-style-type: none"> • Updates partners • Identifies necessary steps • Communicates effectively verbally & in writing 	1. Poor communicator <ul style="list-style-type: none"> • Doesn't express thoughts & concerns • Worries about necessary steps
2. Skilled listener <ul style="list-style-type: none"> • Listens to needs, ideas, & concerns • Gives feedback 	2. Poor listener <ul style="list-style-type: none"> • Interrupts • Does not give feedback
3. Skilled negotiator <ul style="list-style-type: none"> • Problem solves • Creates win/win situations 	3. Poor negotiator <ul style="list-style-type: none"> • Lets problems overwhelm • Allows others to dictate • Only sees one option
4. Skilled mediator <ul style="list-style-type: none"> • Includes everyone • Respects all points of view 	4. Poor mediator <ul style="list-style-type: none"> • Ignores individuals • Disregards different points of view
5. Skilled coordinator <ul style="list-style-type: none"> • Assists with timelines • Pulls together resources • Has good organizational skills • Identifies necessary tasks 	5. Poor coordinator <ul style="list-style-type: none"> • Is disorganized • Works without a plan • Uses “Seat of the Pants” management • Uses crisis management • Gets frustrated • Does not delegate
6. Skilled planner <ul style="list-style-type: none"> • Identifies timelines & outcomes • Identifies target audiences • Identifies resources & barriers 	6. Poor planner <ul style="list-style-type: none"> • Just assumes it will get done • Does not budget time & resources
7. Skilled motivator <ul style="list-style-type: none"> • Makes a point to include people • Provides recognition • Matches skills and talents with goals 	7. Poor motivator <ul style="list-style-type: none"> • Is concerned with power • Doesn't recognize talent & individuality • Accepts status quo • Dictates direction • Retains control of all tasks
8. Skilled cheerleader <ul style="list-style-type: none"> • Publicly thanks and recognizes people • Maintains a high level of enthusiasm • Has a “can do” attitude • Offers support • Recognizes concerns 	8. Poor cheerleader <ul style="list-style-type: none"> • Congratulates self instead of others • Fails to recognize contributions of others • Doesn't see a need to thank others publicly • Loses sight of contributions of others due to extreme outcome focus



Step Up and Step Out to delegate and mobilize!

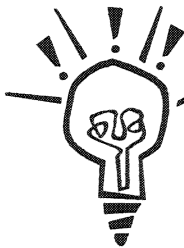
Always remember that the school health initiative involves all of its components. Successfully managing, creating and implementing a large initiative requires people and initiative management. One or two people cannot do it all!

When you have people with similar interests working together, you create a successful atmosphere. If only one person, or a small handful of people accepts responsibility for most of the actions, burnout comes quickly, ownership is held by a small number of people, and ideas die. Delegating and developing opportunities for people to volunteer in the manner that works best for them allows for mobilization. Find the right “niche” for a person’s interest, and you will be amazed at the number of people you can involve.

Example:



Mr. Tye is asked by the coalition to volunteer time for organizing “latch key” basketball games after school. He declines the request, but after some conversation a coalition member learns Mr. Tye’s hobby is working on his computer and she makes a note of it. Several weeks later when a discussion came up about creating a newsletter, Mr. Tye was contacted for ideas, and he became the new editor!



Module Tip:

A good facilitator is a skilled listener that uses open-ended questions, summarizes statements, asks for feedback, doesn't interrupt, uses good body language and is respectful during all conversations.

FAQs:

- ❑ **Question:** Is it difficult for someone who does not have good facilitator skills to acquire them?

Answer: Listening skills come more naturally for some people than others. Finding a facilitator who has at least some of the skills leads to even better teamwork and successful outcomes. Encourage all members to improve facilitation skills by practicing with the list in this module.

- ❑ **Question:** How is the success of a meeting measured?

Answer: The answer varies, but it is found within your agenda. Meetings are likely to be a success if you take the time to:

1. Plan and organize a good agenda
2. Address everything on the agenda
3. Make decisions
4. Delegate actions
5. End on time

Module Glossary:

Brainstorming: A round-robin process whereby everyone provides input.

Facilitator: An individual who uses various techniques to ensure that meetings run smoothly and have good results.

Mobilizing: Putting factors in place to prompt action.



Facilitating/Delegating Worksheet

Facilitating and delegating does not end with meetings. The following scenario leads you through the events of a project that results in disappointment. Use the following steps for recognizing how facilitating skills can significantly impact results:

1. Read through the "Inability to Delegate" scenario.
2. Discuss the questions provided at the end of the scenario. Write notes on your suggestions.
3. Review the discussion that follows the questions and compare the suggestions there with the ones you have written.

The Inability to Delegate Scenario:

Sherry has been initiative coordinator for almost a year. She has coordinated numerous classroom taste-testings, a school assembly, and an expansion of physical activities for latch key students. She is especially proud of the fact that last summer, she came up with an idea for an "Eat Healthy for Physical Activity Week" that received statewide recognition! It took many months to make contacts, plan, organize, and implement, but the way in which it was received made it worthwhile! There are plans next year to repeat it, so, recognizing how much work is involved, she has decided to tone down some of the other things she has been doing.

Several weeks ago the food service director and a teacher approached Sherry with an idea for a project that would require a significant amount of Sherry's time. They asked if Sherry would coordinate a "Go Green Week." The thought was to fill the week with classroom activities, a special cafeteria menu, and special physical activities in PE. Sherry didn't really care for the name they came up with, and wasn't happy about how much time it might take to plan, but they were so excited, she just couldn't say no!

Sherry started planning on Monday. She felt pushed for time and decided she would make just make all the arrangements since it would just take too much time and effort to find someone to help and then explain everything. Besides, she wasn't sure what she wanted them to do, because she would need to make sure everything was done correctly anyway.

Sherry pulled out some activities she had on file, wrote a memo to the teachers, explaining there would be a “health” week, and that they should plan to do the activities she was attaching. She then scheduled a meeting with the PE teachers to discuss physical activity plans; and searched for some posters and artwork for the cafeteria promotion. On Tuesday, she met with the PE teachers to give them the activities, and reassure them she would be able to provide the materials needed for the Bean Bag/Pyramid Throw even though she really didn’t have time...but there wasn’t anyone else who could do it.

Wednesday, Sherry felt pretty comfortable that everything was set for the following week. She checked with food service to see which day they were planning the special meal and wrote an article for the school newspaper about the “Health Week.”

“Health Week” came and went without much fan-fare. Several teachers did participate in the activities but participation was not even 20%, and only a couple of the PE classes were able to use the beanbags and pyramid Sherry had taken so long to make. School lunch had their green things, but the students didn’t seem very interested. Sherry felt that the whole thing had been a bad idea and that the time she didn’t have to begin with was now wasted.

Question: What went well and what didn’t?

1. Which qualities make Sherry a good initiative coordinator?

2. Identify the actions Sherry took that might have doomed the initiative from the beginning. **Note:** There are at least six-seven actions that might be identified.

3. What could Sherry have learned from this experience?

Positive planning actions:

- ♥ Sherry developed her own time-line.
- ♥ Sherry's communication was good although not always honest.
- ♥ Sherry made sure all materials were available for the appropriate person.

“OOPS” planning actions:

The “Go Green” Week started on shaky ground because

- ♥ Sherry didn't have time to coordinate the project and wasn't honest with the food service director and teacher from the beginning
- ♥ There wasn't enough time or effort to involve classroom teachers, the art teacher or food service in the planning process. As a result, participants didn't have an opportunity to build the anticipation and excitement that comes from creating.
- ♥ Sherry was stressed by time constraints, and couldn't create enthusiasm in others when she didn't feel it.
- ♥ The food service director's name for the project, “Go Green” Week shouldn't have been changed without mutual agreement.
- ♥ She turned off the PE teachers by complaining about having to “do it all”

A better scenario:

- ♥ In the beginning, Sherry should be honest with the food service director and teacher about not having time. She should ask to schedule a later date that would fit her schedule better, or arrange enough time to find someone else to coordinate the project.
- ♥ Sherry should delegate just a few tasks to help reduce her stress level!
- ♥ Sherry learns from this experience by evaluating her true motives for not delegating.
 - She realizes she tends to maintain control as a power issue, or to receive recognition. She also learns she has a difficult time accepting and coordinating ideas that aren't hers and takes steps to change that.
 - She also finds estimating time needed for planning in order to determine when and how to delegate is a problem for her.
- ♥ Sherry recognizes that martyrs don't build good relationships and doesn't complain to the PE teachers during a time of stress!